

Wisconsin School for the Deaf
2015-16 Course Catalog



February 16, 2015

Dear Parent(s)/Guardian(s),

This is the course description booklet which has all of the high school courses offered by Wisconsin School for the Deaf. The course descriptions will be helpful as you and your student plan for their high school coursework. Below you will find a summary of each course, any prerequisites that are needed and information regarding if it is offered by semester or by the school year. The courses are divided into seven departments identified in the index below.

I hope this is helpful for you and your child. Please feel free to call me at (262) 728-7119 TTY or email at this address: leslie.eldred@wsd.k12.wi.us if you have any questions or concerns.

Sincerely,

Leslie A. Eldred
Guidance Counselor

INDEX

<u>COURSE</u>	<u>PAGE</u>
UPDATES/CHANGES	3
GRADUATION REQUIREMENTS	4
WSD GRADUATION REQUIREMENTS	8
LANGUAGE ARTS	9
HEALTH EDUCATION	15
MATHEMATICS	16
PHYSICAL EDUCATION	20
SCIENCE	21
SOCIAL STUDIES	25
ELECTIVES	28
STAR Program	39
FOUR YEAR PLAN	42
ELECTIVE WORKSHEET	43

CHANGES/UPDATES for 2015-16

Modern Literature is now a year long class instead of a semester

Computer Science replaces Microsoft Applications

Starting with the class of 2019, Biology will be taken by 9th graders, Chemistry by 10th graders and one elective of science will be taken by 11th grade students; Current 9th graders will still have Biology in 10th grade and Chemistry/Pre-Chemistry in 11th grade; Current 10th graders will have Pre-Chemistry or Chemistry

Driver Education is offered as an elective with sophomores receiving priority placement into the class. WSD collaborates with CESA 2 in providing instruction by a WSD teacher using the CESA 2 Driver Education online curriculum. The cost for the online course is \$175.00 payable to CESA 2. Payment of \$175.00 is due by September 30, 2015 in order for your child to remain scheduled in the class.

Upon receipt of the course fee, WSD staff will forward your payment to CESA 2. CESA 2 staff will then provide your student, you as parents, and the WSD Driver Education teacher with access to the CESA 2 online Driver Education curriculum via a specific password. Students will complete the online curriculum daily during the WSD class period for Driver Education appearing on your student's school schedule. WSD's Driver Education teacher will provide additional classroom instruction, monitoring online test taking, facilitate the steps to course completion, and will assist with applications for instructional permits and arrangements for behind the wheel instruction.

Behind the wheel instruction is a separate component of driver education. Parents wishing to have their student schedule behind the wheel instruction with CESA 2 staff can do so for an additional \$250.00 fee payable to CESA 2. All CESA 2 online driver education instruction requirements and procedures are strictly followed for passing the online course, obtaining driving permits, and eligibility for behind the wheel instruction. Your student's WSD driver education teacher will facilitate scheduling of CESA 2 driving time if you have selected and paid for the CESA 2 behind the wheel training. The behind the wheel instruction fee is due by October 30, 2015.

New Courses

Anatomy & Physiology I .5 credits

Anatomy & Physiology II .5 credits

Pre-Chemistry 1.0 credit

Community Service Hours

Community service hours are required for all of our high school students. This is a requirement that started with the class of 2014. Students are required to earn eight (8) hours each year. Students will not receive their diploma if the hours have not been completed. The following shows the number of hours that are required for each class by the time they graduate.

Class of 2016 24 hours

Classes of 2017, 2018 and 2019 32 hours

GRADUATION REQUIREMENTS

In compliance with Wisconsin Statutes 118.30, DPI Policy IKF, and the Wisconsin Model Academic Standards, WSD students must meet the following graduation criteria to qualify for the WSD diploma.

A. Credit Requirements:

A student must accumulate a minimum of 24 credits to graduate from WSD: Additionally, students must pass all required courses and necessary electives. Students earning failing grades in that class will be required to repeat the class until they earn a passing grade.

<u>COURSES</u>	<u>CREDIT</u>
English	8.0
Health Education	0.5
Mathematics	3.0
Science	3.0
Social Studies	3.0
P. E.	1.5
Required Courses	5.0
(See chart page 8)	-----
Total	24.0

A course that meets five days a week for one semester is awarded 0.5 of a credit. If the course meets every day for the full school year it is awarded 1.0 of credits. A student must carry eight classes each semester.

Students have the opportunity to take classes at Delavan Darien High School (DDHS) per approval from their local educational agency (LEA). This option should be explored with the student and the classes should relate to the student's transitional goal during the Individualized Education Plan (IEP) process. The IEP team will review the individual student request and appropriateness of approval will be made at an IEP meeting.

The Youth Options program is another option for students who are interested in obtaining additional coursework or electives. This program allows high school students to take college/technical school courses for credit. See the guidance counselor for further information about this program or the link below. All approval must be completed with the guidance counselor, parent and local school board approval.

<http://dpi.wi.gov/youthoptions/>

B. Academic Performance:

High school students must pass classes with a 60% or better to earn credit. Failure to do so requires retake of courses to meet graduation credit requirements.

C. Attendance:

Attendance of 170 school days or more during the student's senior school year is required. This is the equivalent of 10 days allowable absence during the school year. (See the attendance policy for attendance/truancy explanations in Parent/Student Handbook).

Board Recommendations:

In the event a student does not meet all of the graduation requirements during the senior school year, a student may still be eligible for graduation based on the recommendation of the WSD High School Board. The High School Board recommendations will be based on majority ruling. Adaptive Education Department (AED) staff will participate in board recommendations as appropriate. When WSD graduation criteria have not been met, the HS Board will consider the following performance indicators in recommending graduation or retention.

1. Receipt of passing scores in specified subject areas.
2. Development of a portfolio that illustrates proficiency and growth.
3. Attainment of model academic standards.
4. Testimony to a student's success in class work, extra-curricular, and community service.
5. Completion of a specified course of study through summer school.

Diploma Ineligibility:

A student who has not achieved WSD graduation policy criteria is ineligible for a WSD diploma. Such a student may return to WSD until the age of 21 to receive remediation for low achievement, poor attendance, lack of social and/or physical maturity, refusal to meet course/curriculum, requirements, or low motivation.

A meeting with the student's parents and school district will occur to discuss the basis of the student's ineligibility for diploma. Documentation of ineligibility will be completed and kept in the student's cumulative file.

In the event a student does not qualify for a WSD diploma based on WSD graduation policy criteria, he/she may be eligible for his/her home school district diploma. To be eligible for a home school district diploma, the student will be required to satisfy the graduation policy criteria identified in their local school district graduation policy.

Diploma Options:

In accordance with Wisconsin Statutes, students may opt to earn their home school district diploma rather than a WSD diploma while in attendance at WSD. Students will be required to satisfy the graduation criteria identified in their local school district graduation policy.

Students selecting their local school district diploma are eligible for local school district scholarships and awards.

D. Course Selection

Students and parents are asked to carefully and thoughtfully plan the student's schedule each year. It is important to remember that this is a portion of your long range high school plan. Future coursework, post secondary education and career goals are impacted by the choices you make during course selection. It is important that students realistically consider their abilities, interests and goals in choosing their courses. Schedule changes should not be necessary if careful planning and good decision making is done. Requests for schedule changes will be allowed for up to two weeks after the semester begins. After two weeks, schedule changes are not allowed.

Reasons for a schedule change include:

1. Teacher/counselor/administrator recommendation for a change based on ability of student
2. Ineligibility to take the course

Important scheduling notes:

1. Students are required to keep all periods and teachers as assigned.
2. WSD cannot guarantee the availability of courses.

E. University of Wisconsin Requirements

All University of Wisconsin System institutions require a minimum of 17 high school credits. Thirteen of the seventeen credits are distributed as follows:

Core College Preparatory Credits 13 credits

English 4 Credits

Social Science 3 credits

Math 3 credits

Science 3 credits

Some University of Wisconsin schools recommend exceeding the minimum core college preparatory courses for admissions.

Elective Credits

Elective credits may be chosen from the above core college preparatory areas, world language*, fine arts, computer science and other academic areas. Some UW System institutions may also accept vocational courses for some of these 4 elective credits.

Each institution may specify additional credit requirements for the remaining 4 credits and may specify required content for all 17 credits. Please consult your high school counselor or check the college catalogue, or consult the college's website.

*World Language Requirements - UW-Madison and UW-Eau Claire require 2 credits of a single world language for admission. UW-Platteville requires 2 years of a single world language in high school, or 1 year of college world language to graduate.

F. Gallaudet Requirements

Gallaudet recommends the students follow the US Department of Education requirements which include:

- English 4 Credits
- Social Studies/History 2 credits
- Math 3 credits
- Science 2 credits
- Foreign Language 2 credits
- Challenging Electives 1 credit
- Visual & Performing Arts 1 credit

G. ACT Testing

All students will take the ACT during their junior year as part of statewide assessments. Students may use those scores for college applications depending on the accommodations documented on the IEP for the student.

Students may also take the ACT college entrance exam during their junior and/or senior years at other times other than the state testing date. WSD offers this exam at WSD and can provide the testing with accommodations. Institutions in the UW System may have different class rank requirements for admission. These class rank requirements are subject to change at any time. Admission is determined by the class rank at the end of the junior year. Check with your counselor or college admissions office for each school's class rank requirement.

H. Technical College RECOMMENDED Courses

Technical college programs have admission standards. Some programs have waiting lists. Apply early and seek your counselor's advice regarding your chosen program. Technical college preparation should include a comprehensive high school curriculum to ensure success. The following are recommended high school courses/credits for adequate preparation for a technical college program:

- English 4 Credits
- Math 3-4 Credits (Minimum to include the equivalent of Algebra I)
- Science 2-3 Credits (Chemistry for Nursing/Dental Hygiene/Radiography; Physics for Physical Therapy)
- Social Studies 3-4 Credits

I. Students Transitioning as Adults to the Real world (STAR) Program

A transition program for those deaf and hard of hearing graduating seniors who may not have gotten all the transition services during their 4 high school years. This program is designed for those students who are 18-21 who are not quite ready for life after high school on their own. Students in the STAR program take classes in Reading, Writing, Home Living, Budgeting, Future's Planning and a Work Program. Their afternoons typically involve working at a job to gain the work skills they will need to be a successful employee. See page 39 for a description of the classes in this program.

WSD CREDIT REQUIREMENTS

AREA	Credits Required	9 th Grade Class Credits	10 th Grade Class Credits	11 th Grade Class Credits	12 th Grade Class Credits
LANGUAGE ARTS	8.0	Language Arts 2.0	Language Arts 2.0	Language Arts 2.0	Language Arts 2.0
HEALTH	0.5	Health 0.5			
MATHEMATICS	3.0	Math 1.0	Math 1.0	Math 1.0	
PHYSICAL EDUCATION	1.5	P.E. 1.0	P.E. 0.5		
SCIENCE	3.0	Science 1.0	Science 1.0	Science 1.0	
SOCIAL STUDIES	3.0	Social Studies 1.0	Social Studies 1.0	Civics 0.5 and Social Studies elective 0.5	
REQUIRED COURSES	5.0	ASL I 0.5 Computer Science 0.5 Investigating Self Identity 0.5	Employment Skills 0.5	Future's Planning I 0.5	ASL II 0.5 Consumer Education 1.0 Deaf Studies 0.5 Future's Planning II 0.5
ELECTIVES	0	Electives up to 2.0	Electives 2.0	Electives 3.0	Electives 3.0
TOTAL	24.0	8.0	8.0	8.0	8.0

Students who follow modified programming are required to complete only the required courses listed in bold. The other required electives are addressed throughout other parts of their curriculum.

*Some of the required electives are dependent upon a student receiving a WSD diploma. They will be reviewed based upon when a student has joined WSD. This will be determined on an individual basis.

*Students who wish to obtain their local school district diploma will have their credits reviewed by their local school district.

*Computers is a state requirement and needs to be taken some time during high school for all students regardless of which diploma they receive

LANGUAGE ARTS RECOMMENDED SEQUENCES

	Grade 9	Grade 10	Grade 11	Grade 12
Accelerated	Introduction to Literature Composition I	American Literature Composition II	World Literature Composition III	Modern Literature Research & Inquiry/ Composition IV
Regular	Reading 9 English 9	Reading 10 English 10	Reading 11 English 11	Reading 12 English 12
Functional	Functional Language & Mobility I	Functional Language & Mobility II	Functional Language & Mobility III	Functional Language & Mobility IV
Modified	Language in: Home Living or Community or Self-Awareness, Rec, Leisure or Employment	Language in: Home Living or Community or Self-Awareness, Rec, Leisure or Employment	Language in: Home Living or Community or Self-Awareness, Rec, Leisure or Employment	Language in: Home Living or Community or Self-Awareness, Rec, Leisure or Employment

LANGUAGE ARTS

***Introduction to Literature* Grade: 9 Credit 1.0 Length: Year**

Pre-requisite: 6th grade reading level or consent of instructor

Accelerated

Content: This class introduces students to various genres and forms of literature. Students will read and analyze poetry, mythology, plays, novels, short stories, and other non-fiction writings. Reading strategies and literary analysis will be emphasized.

***Composition I* Grade: 9 Credit 1.0 Length: Year**

Pre-requisite: 6th grade reading level or consent of instructor

Accelerated

Content: Students will be taught English Grammar through review lessons and application in writing. This class will focus on four kinds of writing including: narrative, informational, persuasive, and a formal research paper.

***Reading 9* Grade: 9 Credit 1.0 Length: Year**

Pre-Requisite: 3rd grade reading level or consent of instructor

Regular

Content:

This class introduces students to a variety of genres with emphasis on comprehension, vocabulary, and reading strategies.

English 9 Grade: 9 Credit 1.0 Length: Year
Pre-Requisite: 3rd grade reading level or consent of instructor
Regular

This content will teach students learn on writing emails, making PowerPoints, writing sentences and paragraphs and short stories. Community outing site visits can include local food stores, Department of Motor Vehicles (DMV), post office, etc. Emphasis is on developing functional reading and writing skills.

Functional Language & Mobility I Grade: 9 Credit 2.0 Length: Year
Functional

Content: This is a full year course which provides lessons and hands on application to such home living skills such as clothing and personal care decisions, caring for property, household cleaning, food storage and simple meal preparation, minor injury care, and functional vocabulary found around the home such as in recipes and on appliances. Units are presented at the individual student's level with meaningful experiences in the community to support lessons in the classroom.

Language in Home Living Grade: 9/10/11/12 Credit 2.0 Length: Year
Modified

Content: This is a full year course which provides lessons and hands on application to such home living skills such as clothing and personal care decisions, caring for property, household cleaning, food storage and simple meal preparation, minor injury care, and functional vocabulary found around the home such as in recipes and on appliances. Units are presented at the individual student's level with meaningful experiences in the community to support lessons in the classroom.

American Literature Grade: 10 Credit 1.0 Length: Year
Prerequisites: Introduction to Literature and 6th grade reading level or consent of instructor
Accelerated

Content: This is a one year required course. This class exposes students to both major and minor American authors while addressing various genres such as biographies, fiction, non-fiction, essays, speeches, short stories, and poetry. Students will focus on reading comprehension and vocabulary as well as make connections between American Literature and American history. Students will use literary analysis skills to comprehend their reading.

Composition II Grade: 10 Credit 1.0 Length: Year
Prerequisites: Composition I and 6th grade reading level or consent of instructor
Accelerated

Content:
Content will expand on topics from Composition I in the three main areas of writing including persuasive, expository, and narrative as well as grammar and semantics as they apply to writing. Students will also learn public speaking during this course and write and present a variety of speeches.

Reading 10 Grade: 10 Credit 1.0 Length: Year

Prerequisites: Reading 9 and 3rd grade reading level or consent of instructor

Regular

Content: Provide students with language skills necessary for daily living. Units have real life application. Unties of study are menu reading, basic reading and learning about medicine, coupon reading, bank visit, sign reading, restaurant manner practice, reading labels on everyday items such as clothing, community outing site visits can include local stores, banks, restaurants and using the Scholastic Reading Counts program.

English 10 Grade: 10 Credit 1.0 Length: Year

Prerequisites: English 9 and 3rd grade reading level or consent of instructor

Regular

Content: Students will continue writing emails, making PowerPoints, writing sentences and paragraphs, reading and writing short stories. Emphasis again will be on developing functional reading and writing skills.

Functional Language & Mobility II Grade: 10 Credit: 2.0 Length: Year

Functional

Content: This full year course provides lessons and hands on application to community awareness and participation. Units related to community helpers, community signs, basic map and schedule reading, grocery stores, restaurants, libraries, and other community places that are commonly frequented, along with appropriate social skills and manners when in the community will be taught. Focus will also be on safety in the community such as crossing streets and stranger danger. Units are presented at the individual student's level with meaningful experiences in the community to support lessons in the classroom.

Language in the Community Grade: 9/10/11/12 Credit: 2.0 Length: Year

Modified

Content: This full year course provides lessons and hands on application to community awareness and participation. Units related to community helpers, community signs, basic map and schedule reading, grocery stores, restaurants, libraries, and other community places that are commonly frequented, along with appropriate social skills and manners when in the community will be taught. Focus will also be on safety in the community such as crossing streets and stranger danger. Units are presented at the individual student's level with meaningful experiences in the community to support lessons in the classroom.

World Literature Grade: 11 Credit: 1.0 Length: Year

Prerequisites: American Literature and 8th grade reading level or consent of instructor

Accelerated

Content: This is a one year required course. This class exposes students to major and minor authors from all over the world including Shakespeare, World War I Literature, and literature from various countries and cultures. Students will read short stories, novels, non-fiction,

poetry, and plays. Students will continue to improve on reading comprehension and application of literary analysis.

Composition III Grade: 11 Credit: 1.0 Length: Year

Prerequisites: Composition II and 8th grade reading level or consent of instructor

Accelerated

Content: This course continues to expand upon the composition skills acquired in both Composition I and II. Emphasis is given to thinking, logical writing, and clarity in expression of ideas. Students research, organize, and present ideas for a variety of purposes, audiences, and occasions. Correct grammar, syntax, and the process of writing continue to be developed.

Reading 11 Grade: 11 Credit: 1.0 Length: Year

Prerequisites: Reading 10 and 6th grade reading level or consent of instructor

Regular

Content: Units of survival vocabulary, map reading, schedule reading, and more thru with language skills necessary for daily living. Scholastic Reading Counts will continue supporting students in improving their reading skills.

English 11 Grade: 11 Credit: 1.0 Length: Year

Prerequisites: English 10 and 6th grade reading level or consent of instructor

Regular

Content: Expanding written language for functional purpose, reading and writing short stories and long stories as well as continue writing emails, making PowerPoints, current events. Community outing site visits can include local stores. Emphasis is on developing functional reading and writing skills.

Functional Language & Mobility III Grade: 11 Credit: 2.0 Length: Year

Functional

Content: This is a full year course provides lessons and hands on application focusing on self awareness issues such as personal information (birth date, age, name, and address), likes and dislikes, self advocacy, personal space, relationships and interactions with friends, family, and people in the community. Units will also include social expectations such as turn taking, waiting in line, making friends, cooperation and self assessment. An exploration of various recreation and leisure activities for enjoyment will also occur. Units are presented at the individual student's level with meaningful experiences in the community to support lessons in the classroom.

Language: Self-Awareness/Recreation and Leisure Grade: 9/10/11/12 Credit: 2.0

Length: Year

Modified

Content: This is a full year course provides lessons and hands on application focusing on self-awareness issues such as personal information (birth date, age, name, and address), likes and dislikes, self-advocacy, personal space, relationships and interactions with friends, family, and

people in the community. Units will also include social expectations such as turn taking, waiting in line, making friends, cooperation and self-assessment. An exploration of various recreation and leisure activities for enjoyment will also occur. Units are presented at the individual student's level with meaningful experiences in the community to support lessons in the classroom.

***Modern Literature* Grade: 12 Credit: 1.0 Length: Year**

Prerequisites: World Literature and 8th grade reading level or consent of instructor

Accelerated

Content: This is a one year, required course. In this class, students will read a variety of genres and forms including Young Adult Literature, Science fiction, Current events, and other genres as determined by the class. Students will continue to apply literary analysis skills to their reading.

***Research & Inquiry* Grade: 12 Credit: 0.5 Length: Semester**

Prerequisites: Composition III and 8th grade reading level or consent of instructor

Accelerated

Content: This hybrid course will give high school seniors an understanding of basic college research skills and will complete skills necessary for a 10-12 page research paper comparable to a college research course. Students will learn how to navigate the physical stacks and virtual databases of a variety of research facilities including potential institutions of attendance and evaluate the sources found for accuracy and relevance.

***Composition IV* Grade: 12 Credit: 0.5 Length: Semester**

Prerequisites: Composition III and 8th grade reading level or consent of instructor

Accelerated

Content: This class will build upon writing skills previously taught as well as expose students to journalism and creative writing. Grammar, vocabulary, figurative language, as well as editing writing will be emphasized.

***Reading 12* Grade: 12 Credit: 1.0 Length: Year**

Prerequisites: Reading 11 and 6th grade reading level or consent of instructor

Regular

Content: Provide students with language skills necessary for daily living. Units have real application. Deaf resource book/phone book of their own, more in depth about medicine/doctors/safety issues, transportation/traveling, research about different jobs, setting goals, reading ads and directories, problem solving-writing. Reading Counts Program, reading written communication related to future real life experiences.

English 12 Grade: 12 Credit: 1.0 Length: Year

Prerequisites: English 11 and 6th grade reading level or consent of instructor

Regular

Content: Provide students with language skills necessary for daily living. Units have real life application. Units of study are learning about living options such as apartment living and independent living. Emphasis is on developing functional reading and writing skills. Students will learn how to fill out forms such as practice contract applications. Community outing site visits can include local stores, travel agency, hospital or clinics, etc.

Functional Language & Mobility IV- Grade: 12 Credit: 2.0 Length: Year

Functional

Content: This full year course will focus heavily on future employment as it relates to each individual student with a focus on common work related topics such as: why people work, filling out an application, factors of job retention, dismissal, and promotion, the variety of roles of people who work such as boss and coworker, social skills in the workplace and where to access assistance related to employment. Interest inventories will be used to help explore future employment options. As interests become evident, outings in the community related to student interests will be provided to expose students to future employment options.

Language in Employment- Grade: 9/10/11/12 Credit: 2.0 Length: Year

Modified

Content: This full year course will focus heavily on future employment as it relates to each individual student with a focus on common work related topics such as: why people work, filling out an application, factors of job retention, dismissal, and promotion, the variety of roles of people who work such as boss and coworker, social skills in the workplace and where to access assistance related to employment. Interest inventories will be used to help explore future employment options. As interests become evident, outings in the community related to student interests will be provided to expose students to future employment options.

HEALTH

	Grade 9
Accelerated/Regular/Functional	Health
Modified	Adaptive Health

Health

Health Grade: 9 Credit: 0.5 Length: Semester
Accelerated, Regular and Functional

Content: This class covers the topics of wellness, preventive health, nutrition, exercise, fitness and rest, emotional health and human relations, stress and your health, mental, emotional disorders, and therapy, substance use and abuse- drugs, alcohol and tobacco, infectious diseases and the immune system, non-contiguous health problems, and sexuality- relationships and responsibilities.

Note: any transferred student who has not taken Health will be placed in Health class prior to graduation date.

Adaptive Health Grade: 9/10/11/12 Credit: 0.5 Length: Semester
Modified

Content: This is a semester course which provides students with lessons on health related topics to aid in being as independent as possible in the areas of: personal hygiene and grooming, treating minor injuries (basic first aid), knowing when to ask and seek medical assistance, taking non-prescription and prescription medication appropriately, and practicing preventative health care (such as managing body weight, getting sufficient sleep, not abusing alcohol/drugs, and understanding the importance of keeping medical/dental appointments). Students will also be exposed to concepts related to sexual awareness at their level of understanding.

MATHEMATICS RECOMMENDED SEQUENCES

	Grade 9	Grade 10	Grade 11	Grade 12
Accelerated	Algebra I	Geometry	Algebra II	Senior Math Pre-Calculus
Regular	Pre-Algebra	Algebra I Consumer Math II	Geometry Consumer Math III	Algebra II Consumer Math IV
Functional	Consumer Math I	Consumer Math II	Consumer Math III	Consumer Math IV
Modified	Math in the Home	Math in the Community	Math Can Be Fun	Math in the Workplace

MATHEMATICS

Algebra I Grade: 9/10 **Credit:** 1.0 **Length:** Year

Prerequisites: Pre-Algebra and/or recommendation of instructor

Accelerated and Regular

Content: The students will translate word descriptions into algebraic expressions and use the rules for order of operations, including parentheses and exponents, to simplify and evaluate expressions. These skills are applied to using formulas for perimeter, area, and volume.

Pre-Algebra Grade: 9 **Credit:** 1.0 **Length:** Year

Prerequisites: None

Regular

Content: Pre-Algebra is designed to prepare WSD students for Algebra I and the Measures of Academic Performance (MAP) test. It reinforces mathematical skills with advanced computation of fractions, decimals, integers, percents, and rational numbers. The students are able to write algebraic expressions and algebraic equations. They also expand problem solving skills which relate to real world application.

Consumer Math I Grade: 9 **Credit:** 1.0 **Length:** Year

Prerequisites: None

Functional

Content: This is a class for students who are at mixed levels in mathematical skills, needing more individualized approaches, including "hands-on" real life applications, and a variety of texts and materials. Students receive more repetition and practice utilizing functional problems.

Students at a higher level use a Pre-Algebra text written at a lower reading level. The following topics are covered: decimals, ratios, proportions percentage, integers, exponents, fractions, reading charts and graphs, and beginning geometry. These topics are studied in preparation for Algebra.

Students needing more basic skills focus on remedial work in addition, subtraction, multiplication, and division with decimals, fractions, and percentage given with repetition and practice at all levels.

This class is in conjunction with a “hands-on” Simulated Budget Program. Students get “paid” for coming to class on time. They are responsible for paying bills, rent on time and balancing a savings account. When they become proficient at counting and keeping track of their money, they graduate to getting paychecks and balancing a checking account.

All students review using linear and liquid measurement, practice spelling number words, computing bowling scores, and writing and recording checks.

Students completing Pre-Algebra may go on to Algebra I (Alternative Education). Other students continue with budgeting skill development in Consumer Math II. In either case, the Simulated Budget Program continues until graduation with increased difficulty and independence.

Math in the Home **Grade:** 9/10/11/12 **Credit:** 1.0 **Length:** Year
Modified

Content: This course is a full year course offered in conjunction with the functional language/mobility course focusing on home living. Units related to reading a thermometer for indoor and outdoor use, measurement for cooking, time as it relates to cooking and daily schedules along with maintenance of each individual student’s addition, subtraction, multiplication and division skills will be addressed.

Geometry- **Grade:** 10/11 **Credit:** 1.0 **Length:** Year

Prerequisites: Algebra I

Accelerated and Regular

Content: The purpose of this course is to develop and present proofs, geometric relationships, and coordinate geometry. This course will prepare students for Algebra II.

Consumer Math II **Grade:** 10 **Credit:** 1.0 **Length:** Year

Prerequisites: Consumer Math I or consent of instructor

Functional

Content: Similar to Consumer Math I, this class is directed at students with varying math abilities, needing individualized approaches, solving functionally related problems.

Students having sufficient skills will use an Algebra text that is more simplified than the Algebra I class, with less reading required, fewer problems at one time, but with more practice and guidance. Quizzes are frequent with students able to correct and retake them. Students can progress more at their own rate, if they need extra practice in certain areas. Real life problems are emphasized using algebraic formulas. Linear equations, exponents and polynomials, and graphing equations are some of the topics to be covered. This class helps to meet the Wisconsin standards for Algebra.

For students who are unable to understand Algebra concepts, life skill texts are used, with additional materials made that will meet the students' individual needs. Skills are practiced that are needed in the real world, such as units on purchasing a car, reading check stubs and writing checks, computing hourly pay and overtime pay using percentage and decimals, using fractions in the home, especially in the kitchen, figuring time intervals including reading schedules and timetables, using percentage to compute tax, interest, and discounts.

Both classes are taught in conjunction with the "hands-on" Simulated Budget Program. Students now use checkbooks to pay bills (or cash if they are unable to understand checkbook concepts), pay income tax quarterly, buy home owner's insurance for mock fire and theft situations, purchase a car for transportation and make payments, and maintain savings and checking accounts.

***Math in the Community* Grade: 9/10/11/12 Credit: 1.0 Length: Year Modified**

Content: This is a full year course offered in conjunction with the functional language/mobility course focusing on the community. Units related to the use of money in the community such as bus fares, laundry, making small purchases and paying for meals at a restaurant will be taught. A unit related to time will be taught to prepare students for application in the community such as planning for a trip, taking a bus, returning a library item and general clock reading. Along with each specific unit the maintenance of each individual student's addition, subtraction, multiplication and division skills will be addressed.

***Algebra II* Grade: 11/12 Credit: 1.0 Length: Year
Prerequisites: Geometry
Accelerated and Regular**

Content: Course offers problem solving more complex than those of Algebra I. Students will learn the study of order of operations with real numbers, linear equations, and problem solving.

***Consumer Math III* Grade: 11 Credit: 1.0 Length: Year
Prerequisites: Consumer Math II or consent of instructor
Functional**

Content: This class is for students with varying abilities and needs. Geometry concepts will be taught using texts at a lower reading level, along with "hands-on" experiences. Figuring area and perimeter to buy tile, carpets and paint is an example of the type of activities practiced. Students will learn how to use formulas to solve every day Geometry problems. Geometry is taught to help fulfill the Wisconsin standards for Geometry.

Students will also continue building on their knowledge as consumers: figuring out incomes, planning out a budget based on that income, comparing different banks, looking at interest rates both for loans and savings, using math to rent and decorate a home, figuring out how interest accumulates on credit cards, finding out costs related to health and life insurance, etc. Students will continue to apply what they learn in the Simulated Budget Program. Some students will have accumulated enough in their budget to purchase a house, decorate, and landscape it.

Math Can Be Fun Grade: 9/10/11/12 Credit: 1.0 Length: Year
Modified

Content: This full year course provides the student the opportunity to use math in fun activities. Students will be exposed to a variety of games that incorporate math not limited to but could include Bingo, Yahtzee, Monopoly, and Solitaire. Number recognition, basic math skills, planning, strategy, cooperation, and turn taking will be emphasized. Exploration of various math programs/games on the computer or Ipad will be a part of the course. Students may be asked to develop a game to be taught to younger students. Along with each specific unit the maintenance of each individual student's addition, subtraction, multiplication and division skills will be addressed.

Senior Math Grade: 12 Credit: 1.0 Length: Year

Prerequisites: Algebra I, Geometry and Algebra II

Accelerated

Content: Senior Math is a full year course designed to review basic concepts from both Algebra I and geometry. The course is not meant as a replacement, or as a substitute for either class. Students are required and expected to have at least basic proficiency in both. Instead, it is intended to help our seniors in preparation for taking the math portion of the ACT test, as well as providing a general review for students intending to attend college.

Pre-Calculus Grade: 12 Credit: 1.0 Length: Year

Prerequisites: Algebra I, Geometry and Algebra II

Accelerated

Content: This course will explore linear, polynomials, rational, exponentials and logarithmic functions and an extensive study of trigonometric functions, their graphs, and their inverses

Consumer Math IV Grade: 12 Credit: 1.0 Length: Year

Prerequisites: Consumer Math III or consent of instructor

Functional

Content: This course introduces students to the math skills needed to enter the workforce. It teaches/reinforces basic skills such as: critical thinking, fractions, decimals, averages, estimating, measurement, and ratios as they relate to different jobs. It also reinforces problem solving and basic mathematical operations.

Math in the Workplace Grade: 9/10/11/12 Credit: 1.0 Length: Year

Modified

Content: This full year course provides the student with exposure to math in the workplace not limited to the use of a time clock/card, time as it relates to completing tasks and understanding of stop, start, and break times, basic understanding of a paycheck and checking and savings accounts, documentation of pieces of work completed, money skills that may be needed at the workplace for the purchase of snacks or transportation fees and basic money management skills. Along with each specific unit, the maintenance of each individual student's addition, subtraction, multiplication and division skills will be addressed.

PHYSICAL EDUCATION RECOMMENDED SEQUENCES

	Grade 9	Grade 10	Grade 11	Grade 12
Accelerated/Regular/ Functional	P.E. 9	P.E. 10		
Modified	*Adaptive Physical Education	*Adaptive Physical Education	*Adaptive Physical Education	*Adaptive Physical Education

*** This elective course will follow the WSD curriculum as written with accommodations being made, as necessary, to meet the needs of students at varying academic levels.**

Physical Education

P.E. 9 Grade: 9 Credit: 1.0 Length: Year
Accelerated, Regular and Modified
Required course

Content: This course is required for the freshmen. The activities include but may not be limited to: tennis, hunter safety, volleyball, pickleball, snowmobile safety, conditioning, skiing, bowling, roller-skating and softball.

P.E. 10 Grade: 10 Credit: 0.5 Length: Semester
Accelerated, Regular and Modified
Required course

Content: This course is required for the sophomores. The activities include but may not be limited to: volleyball, bowling, skiing, badminton, and golf.

Adaptive Phy Ed Grade: 9/10/11/12 Length: Semester
Modified

Content: This course will apply for students with special needs that they will learn about a wide variety of indoor/outdoor sports skills. Units are presented assistance performance at the individual student's level with meaningful experiences and opportunities to participate variety of PE activities. Students will improve and develop their kinesthetic abilities including strength, flexibility, and conditioning.

SCIENCE RECOMMENDED SEQUENCES

	Grade 9	Grade 10	Grade 11	Grade 12
Accelerated	Biology (Class of 2019 and beyond)	Biology (Class of 2018) Chemistry (Class of 2019 and beyond)	Anatomy & Physiology I Anatomy & Physiology II Astronomy Chemistry (Class of 2017 and 2018) CSI Forensics Oceanography	Anatomy & Physiology I Anatomy & Physiology II Astronomy CSI Forensics Oceanography
Regular/Functional	Biology (Class of 2019 and beyond)	Biology (Class of 2018) Chemistry (Class of 2019 and beyond) Pre-Chemistry (Class of 2019 and beyond)	Anatomy & Physiology I Anatomy & Physiology II Astronomy Chemistry (Class of 2017 and 2018) CSI Forensics Environmental Science Oceanography Pre-Chemistry (Class of 2017 and 2018)	Anatomy & Physiology I Anatomy & Physiology II Astronomy CSI Forensics Environmental Science Oceanography
Modified	Science in the: Home, Weather, Understanding Self & Safety or Workplace	Science in the: Home, Weather, Understanding Self & Safety or Workplace	Science in the: Home, Weather, Understanding Self & Safety or Workplace	Science in the: Home, Weather, Understanding Self & Safety or Workplace

Science

Biology **Grade:** 9/10 **Credit:** 1.0 **Length:** Year
Accelerated, Regular and Functional

Content: Nature and scope of science/biology; chemical make-up of living things; cells as units of structure and function; the process of inheritance; structure and function of viruses, micro-organisms, plants and animal, and ecology.

Pre-Chemistry **Grade:** 10/11 **Credit:** 1.0 **Length:** Year
Accelerated, Regular and Functional

Content: Who invented Chemistry? Who invented soda water? Who discovered that water is made of two gases? Who invented the battery? Who created the Periodic Table? Why? What are all those elements on the Periodic Table, where did they come from and what are they used for? What is the future of Chemistry? These are questions that will be answered. There are some fascinating labs that go along with each of the topics studied. Lots of hands on activities.

Chemistry **Grade:** 10/11 **Credit:** 1.0 **Length:** Year
Prerequisite: *Algebra I*
Accelerated and Regular

Content: Chemistry is for students who are interested in the studies of chemicals and their reactions. Chemistry is required to prepare the students for the careers in anatomy, physiology, courses offered at the college level. With the basic interest and understanding of chemistry and chemicals, the students' worlds of careers are open even wider than before. The advisory boards of the various allied health and science fields recommend the topics that will be presented.

Environmental Science **Grade:** 11/12 **Credit:** 1.0 **Length:** Year
Regular and Functional

Content: Environmental Science is a study of the Earth's ecosystems & biomes, major global pollution problems, Wisconsin native prairies, and "hands on" projects on site to facilitate comprehension of material.

Astronomy **Grade:** 11/12 **Credit:** .5 **Length:** Semester
Accelerated, Regular and Functional

Content: Students will learn about the earth, the solar system, stars, the galaxy and the universe. Students will have hands-on experience in planetary science and will study the latest astronomical research and discoveries.

Crime Scene Investigation (CSI)/Forensics **Grade:** 11/12 **Credit:** .5

Length: Semester

Accelerated, Regular and Functional

Content: Crime scene investigation is hotter than ever! Students will love learning about how detectives use science to figure out crimes. Students will learn about great Detectives, forensic careers, do different kinds of tests at crime scenes, and even solve a crime! Topics of Study: Forensic careers, Definitions of various crimes, Evidence collection, Physical and Chemical Evidence, Blood-stain identification, Ballistics, Dental impressions, Footprinting, Hair/fiber testing, Entomology, Crime scene Photography and DNA.

Oceanography **Grade:** 11/12 **Credit:** .5 **Length:** Semester

Accelerated, Regular, Functional and Modified

Content: Welcome to the wonderful world of underwater creatures! During this one semester course, we will take a journey through the oceans and streams of the world to discover many of the charming, exotic, fascinating and fanciful creatures in the world. You will keep a notebook to journal information and keep track of our explorations and experiments. Topics of Study: The Ocean Floor, Parts of the Ocean, Aquatic Animals, Whales, Seals and Sea Cows, Aquatic Herps, Sharks and Rays, Crustaceans, Mollusks, Cephalopods, Cindarians

Anatomy & Physiology I **Grade:** 11/12 **Credit:** .5 **Length:** Semester

Accelerated, Regular and Functional

Content: Take this one semester in-depth journey of Anatomy & Physiology of the human body. From the brain in your head to the nails on your toes, you will encounter fascinating facts, engaging activities, intriguing experiments, and learn about the human body and how to keep it working well. Topics of Study: Beginning with a brief introduction to the overall body, the basics of life, cell and how they function, you will then voyage through lessons covering many subjects, such as the body systems: Integumentary (skin), skeletal, muscular, nervous and the endocrine system.

Anatomy & Physiology II **Grade:** 11/12 **Credit:** .5 **Length:** Semester

Prerequisites: Anatomy & Physiology I

Accelerated, Regular and Functional

Content: This is a one semester in-depth continuation of Anatomy & Physiology I. You will investigate the body systems not yet discussed including blood, cardiovascular, lymphatic, digestive, respiratory, urinary, and the reproductive systems. There are lab activities for each of the systems studied.

Science in the Home **Grade:** 9/10/11/12 **Credit:** 1.0 **Length:** Year
Modified

Content: This is a full year course offered in conjunction with Functional Language and Math I. An awareness of science as related to cleanliness, germs, minor injuries, over the counter and

prescription medications will be addressed. Hands on application as to best practice in cleaning and personal care will be included.

Science: Weather **Grade:** 9/10/11/12 **Credit:** 1.0 **Length:** Year
Modified

Content: This full year course will focus on the various aspects of weather. Emphasis will be on determining temperature, appropriate clothing for each season, being able to predict the weather based on cloud formations, understanding the cause of natural disasters and how to respond appropriately, as well as identifying weather symbols and being able to understand a meteorologist's report(s).

Science: Understanding Self and Safety **Grade:** 9/10/11/12 **Credit:** 1.0 **Length:** Year
Modified

Content: This full year course provides the student with the opportunity to understand more about themselves. Hands on activities will be used to measure their height, weight, shoe size to aid in understanding about clothing size. Units related to healthy food choices, healthy life style choices, personal cleanliness, and proper exercise will be provided. Safety in the home will also be emphasized related to fire, electrical, and prescription and over the counter drug safety.

Science in the Workplace **Grade:** 9/10/11/12 **Credit:** 1.0 **Length:** Year
Modified

Content: This full year course provides the student with knowledge of simple machines that may aid in successful work placements. Units about planes, pulleys, screws, and levers will be explored. Along with these units there will be a strong emphasis on work safety such as proper safety equipment, attending to the work environment, reporting unsafe conditions, and personal safety.

SOCIAL STUDIES RECOMMENDED SEQUENCES

	Grade 9	Grade 10	Grade 11	Grade 12
Accelerated	American History I	American History II	Civics World History: Ancient World World History: 20 th Century Minorities/Global Awareness	Minorities/Global Awareness World History: Ancient World World History: 20 th Century
Regular/Functional	American History I	American History II	Civics World History: Ancient World World History: 20 th Century Minorities/Global Awareness	Minorities/Global Awareness World History: Ancient World World History: 20 th Century
Modified	Genealogy & Families; American & Wisconsin History; Civics/Citizenship; World Cultures	Genealogy & Families; American & Wisconsin History; Civics/Citizenship; World Cultures	Genealogy & Families; American & Wisconsin History; Civics/Citizenship; World Cultures	Genealogy & Families; American & Wisconsin History; Civics/Citizenship; World Cultures

SOCIAL STUDIES

American History I **Grade:** 9 **Credit:** 1.0 **Length:** Year
Accelerated, Regular and Functional

Content: Students will research and learn about the history of our nation from pre- Columbian times through effects of the Civil War. The investigation will begin with the original inhabitants of the continent and its early exploration. The study will then progress to colonization, the inception of a nation, creation of a government, and the growth of the United States – both economically and geographically. The course will complete with the division and reunification of the nation through its Civil War.

Genealogy/Families **Grade:** 9/10/11/12 **Credit:** 1.0 **Length:** Year
Modified

Content: This is a one year course which will provide students the opportunity to do research on their family. Students will work on understanding family members and the roles each play in the family. Starting with themselves, students will complete a family tree. Students will be

provided the opportunity to research their family and/or one country where their family originated from. Projects will be expected at each student's level of understanding. Units are presented at the individual student's level with meaningful hands on experiences to support lessons in the classroom.

***American History II* Grade: 10 Credit: 1.0 Length: Year
Accelerated, Regular and Functional**

Content: A study of the American past from the time of Reconstruction, through the rise of industrialism and 20th-century America, to the present. This course examines significant social, economic, intellectual, and political developments which have shaped the society in which we live.

***American and Wisconsin History:* Grade: 9/10/11/12 Credit: 1.0 Length: Year
Modified**

Content: This is a one year course which will provide students with lessons about the history of Wisconsin and America. The units will include but are not limited to Wisconsin history comparing and contrasting the past and the present, urban vs. rural Wisconsin, and a study of each student's hometown. The lessons will be expanded to include Wisconsin's role in American history. Important events in American history will also be explored. Units are presented at the individual student's level with meaningful hands on experiences to support lessons in the classroom.

***Civics* Grade: 11 Credit: 0.5 Length: Semester
Accelerated, Regular and Functional**

Content: This course focuses on the study of the United States government. The foundation of this course focuses on the ideas and philosophies behind the United States government. After understanding the foundation, structure of the government at three levels: federal, state, and local are studied and dissected.

***World History: Ancient World* Grade: 11/12 Credit: 0.5 Length: Semester
Accelerated, Regular and Functional**

Content: Students will learn the world of the Greek city-states and of the Roman Empire, from 700 B.C. to A.D. 250. Origins of complex urban societies be studied as well as the significance of beliefs, literature and art.

***World History: 20th Century* Grade: 11/12 Credit: 0.5 Length: Semester
Accelerated, Regular and Functional**

Content: Students will examine social, political, and economic changes that defined and shaped the 20th century. Particular emphasis on the First World War, rise of totalitarian regimes, Second World War, and the Cold War as well as social and intellectual movements, scientific and technological breakthroughs, and economic globalization.

Civics/Citizenship **Grade:** 9/10/11/12 **Credit:** 1.0 **Length:** Year
Modified

Content: This is a one year course which will provide students with lessons regarding how they are citizens of various communities such as home, school, and work. Units related to rules, expectations, social skills and being a positive member of each community will be taught. Units are presented at the individual student's level with meaningful hands on experiences to support lessons in the classroom.

Minorities/Global Awareness **Grade:** 11/12 **Credit:** 0.5 **Length:** Semester
Accelerated, Regular and Functional

Content: This course focuses on developing an awareness of diversity of cultures, languages, religions, political and economic systems, histories, and environment of six different regions all over the world. The regions under study are: Africa, South Asia, East Asia, Americas, Europe and Middle East.

World Cultures **Grade:** 9/10/11/12 **Credit:** 1.0 **Length:** Year
Modified

Content: This is a one year course which will provide students with exposure to a variety of cultures around the world. Explanations of traditions, clothing, food, beliefs will be discussed with emphasis on differences and similarities. Students will develop understanding of how various cultures can work to compliment and support each other. Units are presented at the individual student's level with meaningful hands on experiences to support lessons in the classroom.

REQUIRED COURSES and ELECTIVE COURSES

	Grade 9	Grade 10	Grade 11	Grade 12
Art		*Intro to HS Art .5 *2-D Art .5 *3-D Art .5	*Intro to HS Art .5 *2-D Art .5 *3-D Art .5	*Intro to HS Art .5 *2-D Art .5 *3-D Art .5
Computer	*Computer Science .5	Digital Design & Graphics .5 *Web 2.0 Tools .5	Digital Design & Graphics .5 *Web 2.0 Tools .5	Digital Design & Graphics .5 *Web 2.0 Tools .5
Driver Education		Driver Education 0.5	Driver Education 0.5	Driver Education 0.5
Technology		*Basic Engineering & Design .5 Basic Manufacturing Technology .5 Digital Video Editing .5	*Basic Engineering & Design .5 Basic Manufacturing Technology .5 Digital Video Editing .5 Introduction to Photography .5 Photography as a Business .5	*Basic Engineering & Design .5 Basic Manufacturing Technology .5 Digital Video Editing .5 Introduction to Photography .5 Photography as a Business .5
Family and Consumer Education (FACE)		*Child Development .5 *Foods .5 *Housing Design & Furnishing .5 Nutritional Math .5	*Child Development .5 Culinary Arts .5 *Foods .5 *Housing Design & Furnishing .5 *On Your Own .5 Nutritional Math .5	*Child Development .5 Culinary Arts .5 *Foods .5 *Housing Design & Furnishing .5 *On Your Own .5 Nutritional Math .5

Career Connections	*Workshop 1.0	Employment Skills .5 *Workshop 1.0	Future Planning I .5 *Workshop 1.0 *Work Study .5-1.0	Future Planning II .5 *Workshop 1.0 *Work Study .5-1.0
Foreign Language	*American Sign Language I .5	French 0.5	French 0.5	American Sign Language II .5 French 0.5
Social Skills	*Investigating Self Identity	*Emotional Diversity & Techniques .5	*Why Try? The Road to Success .5	Relationships a Higher Level Post High School .5 *Why Try? The Road to Success .5
Other		*Current Events .5 *Dance .5 *Intro to Classic Books .5 *Recreational & Leisure Skills .5 Weightlifting .5	ACT Prep .5 *Current Events .5 *Dance .5 *Intro to Classic Books .5 *Recreational & Leisure Skills .5 Weightlifting .5 Yearbook 1.0	ACT Prep .5 Consumer Education 1.0 *Current Events .5 *Dance .5 *Deaf Studies .5 *Intro to Classic Books .5 *Recreational & Leisure Skills .5 Weightlifting .5 Yearbook 1.0

*** This elective course will follow the WSD curriculum as written with accommodations being made, as necessary, to meet the needs of students at varying academic levels.**

Colors in red are the required elective courses

ART

Introduction to Art Grade: 10/11/12 Credit: .5 Length: Semester
Accelerated, Regular, Functional and Modified

Content: Students will be familiar with the Elements of Art vocabulary and create 2-D and 3-D art projects. Also, students will explore art history and do a research project and presentation of a famous artist of their choice. A spiral sketchbook is required to complete weekly drawing homework assignments.

2-D Art Grade: 10/11/12 Credit: .5 Length: Semester
Prerequisite: Intro to Art
Accelerated, Regular, Functional and Modified

Content: Students will further enhance their visualization through design, drawing, painting and printing objects. Students will learn about famous 2-D artists and how they have influenced the art world and contributed to our society. A spiral sketchbook is required to complete weekly homework assignments.

3-D Art Grade: 10/11/12 Credit: .5 Length: Semester
Prerequisite: Intro to Art
Accelerated, Regular, Functional and Modified

Content: Students will be constructing a variety of sculptural materials for their art projects such as paper, metal, wood, paris craft and clay. Students will learn about famous 3-D artists and how they have influenced our art world and contributed to our society. A spiral sketchbook is required to complete weekly homework assignments with a focus on perspective drawing.

Computer

Computer Science Grade: 9 Credit: .5 Length: Semester
Required
Accelerated, Regular, Functional and Modified

Content: This required course builds on the students' computer skills. Advanced skill development in Microsoft Programs for high school, college and the real world. Online safety regarding computers and their usage are topics covered in this class.

Digital Design and Graphics Grade: 10/11/12 Credit: .5 Length: Semester
Accelerated, Regular and Functional

Content: Students will learn how to use digital images and edit digital images in order to use them for various online projects. Students will complete several projects including designing their own webpage, and creating their own online games.

Web 2.0 Tools Grade: 10/11/12 Credit: .5 Length: Semester
Accelerated, Regular, Functional and Modified

Content: Students will learn various web applications (Del.i.cious, iGoogle, Prezi, Animoto, Posterini, Symbaloo, + many more) in order to enhance their school projects. Students will establish and maintain various web accounts in order to access the website both at school and at home. Best practice for ethical citation will be emphasized for all school related projects.

Driver's Education

Driver's Education Grade: 10/11/12 Credit: 0.5 Length: Semester
Accelerated, Regular and Functional

Content: Driver Education is offered as an elective with sophomores receiving priority placement into the class. WSD collaborates with CESA 2 in providing instruction by a WSD teacher using the CESA 2 Driver Education online curriculum. The cost for the online course is \$175.00 payable to CESA 2. Payment of \$175.00 is due by September 30, 2015 in order for your child to remain scheduled in the class.

Upon receipt of the course fee, WSD staff will forward your payment to CESA 2. CESA 2 staff will then provide your student, you as parents, and the WSD Driver Education teacher with access to the CESA 2 online Driver Education curriculum via a specific password. Students will complete the online curriculum daily during the WSD class period for Driver Education appearing on your student's school schedule. WSD's Driver Education teacher will provide additional classroom instruction, monitoring online test taking, facilitate the steps to course completion, and will assist with applications for instructional permits and arrangements for behind the wheel instruction.

Behind the wheel instruction is a separate component of driver education. Parents wishing to have their student schedule behind the wheel instruction with CESA 2 staff can do so for an additional \$250.00 fee payable to CESA 2. All CESA 2 online driver education instruction requirements and procedures are strictly followed for passing the online course, obtaining driving permits, and eligibility for behind the wheel instruction. Your student's WSD driver education teacher will facilitate scheduling of CESA 2 driving time if you have selected and paid for the CESA 2 behind the wheel training. The behind the wheel instruction fee is due by October 30, 2015.

Technology

Basic Engineering & Design Grade: 10/11/12 Credit: .5 Length: Semester
Accelerated, Regular, Functional and Modified

Content: Students will experience basic concepts related to engineering through hands on design and computer software. Topics will include bridge building and design, airplane design and flight and car design. Students will compete against each other to create designs that are cost effective as well as aesthetically pleasing.

***Basic Manufacturing Technology* Grade: 11/12 Credit: .5 Length: Semester
Accelerated, Regular and Functional**

Content: Students will explore the various technologies seen in manufacturing areas such as CAD, CNC Lathe & Mill and robotics. They will use simple CAD programs to explore the basics of design. They will learn the basic vocabulary and programming commands used in the robotics field. Students will learn the basic set up and programming components of a CNC environment.

***Digital Video Editing* Grade: 10/11/12 Credit: .5 Length: Semester
Accelerated, Regular and Functional**

Content: Students will learn the basics in video production creating their own news program for WSD as well as various other projects using digital editing software. They will learn the vocabulary and techniques using in video production and digital editing as well as the main components of software such as iMovie and Final Cut Pro.

***Introduction to Photography* Grade: 11/12 Credit: 0.5 Length: Semester
Accelerated, Regular and Functional**

Materials: It is recommended that students own and use their own camera for this course.

Content: Students enrolled in this course will learn many aspects of digital photography including but not limited to: understanding and using a digital camera and it's various functions, aperture size, shutter speed, ISO, maximizing the usage of dials/buttons on a digital camera; comparing digital and digital SLR camera options; the four basic elements (subject, composition, light, exposure; macro/micro photography skills; various photo styles (night photography, motion, high speed, black & white; raw format, website settings for the camera; uploading photos; editing photos; online storage; and creating basic marketable products. Course will include one photography contest, many projects and some fieldtrips.

***Photography as a Business* Grade: 11/12 Credit: 0.5 Length: Semester
Prerequisite: Introduction to Photography
Accelerated, Regular and Functional**

Materials: It is recommended that students own and use their own camera for this course.

Content: Students enrolled in this course will build upon the skills from Introduction to Photography using higher skill level photo sessions to produce marketable products. Students will explore various career and job opportunities that incorporate the field of photography. Students will create an online business, explore copyright protection, establish a pay-pal account, register their business to obtain a tax identification number from the state of Wisconsin and begin marketing their products. At least one photography contest entry is required, many projects will be created and fieldtrips to area business for short job shadowing/observations will be conducted. Students in this course will enter the "Young Entrepreneur of the Year" contest.

Family and Consumer Education (F.A.C.E)

Foods Grade: 10/11/12 Credit: .5 Length: Semester
Accelerated, Regular, Functional and Modified

Content: Students will learn and develop different skills in cooking and hospitality. Students will create projects that will communicate their vision to provide a lifetime of personal enjoyment.

Child Development Grade: 10/11/12 Credit: .5 Length: Semester
Accelerated, Regular, Functional and Modified

Content: Students will learn about human development from infancy through adolescence and discuss various theories of child development. Students will observe and plan activities for children of various ages and will research career opportunities in the early childhood field.

Culinary Arts Grade: 11/12 Credit: .5 Length: Semester
Prerequisites: Foods
Accelerated, Regular and Functional

Content: Students will learn basic food and nutrition awareness, menu planning, hands-on food preparation. An international food project will be assigned to and implemented by the student. Students will participate in food sampling and food evaluation.

Housing Design & Furnishing Grade: 10/11/12 Credit: .5 Length: Semester
Accelerated, Regular, Functional and Modified

Content: Students will learn the elements and principles of design and basic color design. Decorating styles, accessories, basic home improvement, and home safety will be discussed. This course will involve field trips, projects and guest speakers.

On Your Own Grade: 11/12 Credit: .5 Length: Semester
Accelerated, Regular, Functional and Modified

Content: This course will focus on life after high school where students will prepare for their journey into adulthood. The course will cover: developing communication and problem-solving skills, understanding of healthy versus unhealthy relationships, dating, marriage, basic nutrition, food preparation, wardrobe selections and care, personal finance, living arrangements, college and vocational studies.

Nutritional Math Grade: 10/11/12 Credit: .5 Length: Semester
Accelerated, Regular and Functional

Content: Students will apply math concepts to real-life situations. Fractions, decimals, percentages, ratios and proportions, data interpretation, and graphing will be incorporated. You will do hands-on activities and math computation.

Career Connections

Employment Skills Grade: 10 Credit: .5 Length: Semester

Required

Accelerated, Regular and Functional

Content: The course will focus on work values; finding a job; getting help in searching for your job; applying for a job; personal job preferences; skills, qualifications and training; interviewing; portfolios and/or resumes; and keeping the job.

Future Planning I Grade: 11 Credit: .5 Length: Semester

Required

Accelerated, Regular and Functional

Content: Juniors will do their career interest inventories on the WisCareers website and CAPS/COPES/COPS, fill out an online application for DVR services/contacts, go on campus visits to nearby colleges, have guest speakers from several different agencies in classroom, cover the importance of the college costs and admissions requirements, do the ACT practice test and the actual ACT test in December, discuss topics from Being 18 booklet, discuss the living arrangements after graduation, attend the bi-annual College Fair, and an emphasis on their current high school grades, extra-curricular activities and GPA for colleges. Also includes the awareness and action for post-secondary employment and living arrangements.

Future Planning II Grade: 12 Credit: .5 Length: Full Year Equivalent

Required

Accelerated, Regular and Functional

Content: Seniors will go over the similar topics from the Future Planning I but with more emphasis on college applications and sending them out to the desired colleges, scholarships- on the internet and paper applications, and the differences in grants, scholarships and loans. Also includes the awareness and action for post-secondary employment and living arrangements.

Work Study Grade: 11/12 Credit: .5-1.0 Length: Semester/Year

Prerequisites: Employment Skills; Students are limited to one semester of work study during high school; Instructor and/or Principal approval for more than one semester during high school is needed

Accelerated, Regular, Functional and Modified

Content: This course will also require satisfactory completion of the book course, Employment Skills, whenever it does precede the Work Experience course or approval of the principal. The course is intended to give credits toward graduation and/or minimum wage pay to students working at least 40 minute slots or more. The time element requires that this to be done through employment on campus. The student learns how to apply for a job submitting seven application forms plus necessary documents and how to relate to an employer while getting support from a job coach. Rather than being a step towards a particular career, it is an opportunity to learn and adjust to a regular work schedule with set expectations. It is a chance to learn to problem-solve on the job. It also develops responsibility and good habits regarding

timeliness, attendance and reporting of hours worked. It allows students to feel good about themselves, as well, by being a productive part of the team.

Workshop **Grade:** 9/10/11/12 **Credit:** .5-1.0 **Length:** Year
Modified

Content: Students will focus on developing work skills. A variety of on campus work experiences are provided such as recycling, small assembly and sorting tasks, shredding, labeling, folding and stuffing mailings. Students work on attending to task, maintain a steady work rate, working with and without direct supervision, following directions and asking for help when assistance is needed.

ACT Prep **Grade:** 11/12 **Credit:** .5 **Length:** Semester
Accelerated, Regular and Functional
***Students encouraged to take this junior year prior to ACT testing**

Content: Students will learn how to prepare for taking the ACT. They will learn strategies related to: effective use their time, understanding directions, learning about the types of questions, reading the questions and reviewing their answers. Lectures will feature practice tests to review content, topics and types of questions found on the ACT test. The course will cover all five parts of the ACT test: English, Mathematics, Reading, Science and Writing.

Foreign Language

American Sign Language I **Grade:** 9 **Credit:** .5 **Length:** Semester
Required
Accelerated, Regular, Functional and Modified

Content: ASL I is a linguistic course designed for Deaf students. In this course, they will learn about the history of ASL and characteristics of ASL in the areas of semantics, historical changes and regional variations. They will learn the meaning of conditional use, topic-comment and classifiers. Genres, norms, the structure of language use, bilingualism and language contact, and sign variations will be discussed. ASL stories, poetry, ABC, classifiers, and number stories will be included. Andrew Byrne's five stages of storytelling will be utilized with various genres. ASL/English translating activities will be performed from time to time including basic GLOSS rules. They will also explore home signs, universal signs, and other sign languages for comparative purposes. They will study the use of name signs and their history and types. It is expected that the students develop an awareness and respect of ASL as the language of Deaf Americans.

American Sign Language II **Grade:** 12 **Credit:** .5 **Length:** Semester
Required
Accelerated, Regular and Functional

Content: ASL II is a linguistic course designed for Deaf students. In this course, they will learn about the ASL glossing system and characteristics of ASL in the areas of locatives, temporal aspects, discourse, and language in use. They will learn the meaning of individual signs, the

meaning of sentences, and variation and historical changes. Language as art (creative, humor, folklore, and historical stories will be included. ASL/English activities will be performed from time to time. They will also explore idiomatic and expressive forms in ASL. It is expected that the students develop their own projects in studying variations that help them to understand the use of ASL better.

French **Grade:** 10/11/12 **Credit:** 0.5 **Length:** Semester
Accelerated, Regular and Functional

Content: Students will learn written and conversational French Sign Language. Additionally, students will learn about French culture. Activities will include many projects and possibly some field trips including langue des signes française or French Sign Language (LSF) Video projects, vocabulary games embedded with LSF Videos, Quick Response Code (QR Code) books, e-pals, online vocabulary games, storytelling in LSF and other activities with the elementary students, possibly a cooking activity and corresponding with students at the Paris School for the Deaf or other Deaf school in France.

Social Skills

Investigating Self Identity **Grade:** 9 **Credit:** 0.5 **Length:** Semester
Accelerated, Regular, Functional and Modified

Content: Delving into understanding themselves as freshman; a deaf person and their interpersonal relationships with family, friends and the general school campus environment. They will also define and incorporate skills to develop self-worth, self-esteem and setting short term personal goals.

Emotional Diversity & Techniques **Grade:** 10 **Credit:** .5 **Length:** Semester
Accelerated, Regular, Functional and Modified

Content: In depth study of human emotions. In the course, students will define, identify, incorporate and apply techniques to their own lives and situations.

Why Try? The Road to Success **Grade:** 11/12 **Credit:** .5 **Length:** Semester
Accelerated, Regular, Functional and Modified

Content: Students will follow three programs to increase their personal success; "Why Try?", "Be Cool", and "7 Habits of Highly Successful Teenagers".

Relationships: A Higher Level Post HS **Grade:** 12 **Credit:** .5 **Length:** Semester
Accelerated, Regular, Functional and Modified

Content: Students will follow a detailed study of adult relationships, and have explicit discussions on life questions/concerns. If a student is not yet 18, written consent from parents will be required to participate in this class.

Other Electives

Consumer Education **Grade:** 12 **Credit:** 1.0 **Length:** Year
Required
Accelerated, Regular and Functional

Content: The Simulated Budget Program is designed to teach students the skills, and foster the responsibility necessary to handle the financial demands of daily life. Real money is not used, however, students receive a "salary" (on paper) based on upon their attendance as well as their Grade Point Average (GPA). Bonuses and overtime pay may also be earned. Also if (and when) students failed to pay their bills on time, for the third time, the power in their dorm room will be temporarily shut off, until the bills have been paid. (Heat, fire alarms, etc. continue to function). For students who do not live in the dorm, arrangements will be made with the student's parents or guardians. During the course of this program students learn how to handle savings and checking accounts, pay bills and make purchases and investments which include (but are not limited to): cars, homes, insurance and stocks. Simulated emergencies such as fire, theft, accidents, etc. help to teach students the importance of insurance, as well as adding to the realistic nature of the simulation. Although instruction and support occur in the classroom, students find that their financial responsibility has an impact on them throughout the school as well as in the dormitory. Students in the Consumer Math class will take the Simulated Budget Program for four years. Students (seniors) in the Consumer Education class will take the Simulated Budget Program for one year.

Current Events **Grade:** 10/11/12 **Credit:** .5 **Length:** Semester
Accelerated, Regular, Functional and Modified

Content: Students will focus on current issues both in the U.S. and the world. Four general topics related to current issues of students' choosing will be researched and the result will be posted in different formats for different audiences. Students will be required to monitor world and U.S. event for weekly in-class and class wiki discussions.

Deaf Studies **Grade:** 12 **Credit:** .5 **Length:** Semester
Required
Accelerated, Regular, Functional and Modified

Content: The purpose of Deaf Studies is to help Deaf students to discover about their heritage- to show and provide them the richness of the culture, language, history, accomplishments of Deaf people here in the United States and around the world. The curriculum used in this course was written from a Deaf perspective with input from members of the Deaf community, which included feedback from parents, educators, and experts in various areas that comprise Deaf Studies. This course helps students to study and appreciate Deaf culture, ASL, Deaf Literature, Deaf history, and the Deaf community as contributors to the American heritage. The students will also become aware of current rights and laws in relation to Deaf people and practice self-advocacy skills.

Introduction to Classic Books Grade: 10/11/12 Credit: .5 Length: Semester
Accelerated, Regular, Functional and Modified

Content: Students will study a variety of fairy tales and short stories. Focus will be on identifying story elements, character emotions, and comparison/contrast to personal life.

Yearbook Grade: 11/12 Credit: 1.0 Length: Year
Accelerated, Regular and Functional

Content: Students enrolled in this course will design the yearbook for WSD. Students will learn how to design the yearbook incorporating computer graphics and photography. Also, they will develop the themes for the yearbook and write about activities in the school and dorm.

Weightlifting Grade: 10/11/12 Credit: 0.5 Length: Semester
**Accelerated, Regular and Functional
Elective**

Content: Bigger Faster Stronger (BFS) is a total conditioning program for all high school student athletes regardless of sport, age or gender. The BFS program consists the training to improve all aspects of athletic performance standards including lower/upper body of muscular strength, muscular endurance, speed, agility flexibility, cardio-respiratory endurance, body composition and polymeric jump workouts. Students will learn how to establish and record data results from their core workouts based on the set/rep log books. BFS program will benefit and increase students' healthy wellness, physical fitness awareness and positive self-esteem.

Recreational & Leisure Skills Grade: 10/11/12 Credit: 0.5 Length: Semester
**Accelerated, Regular, Functional and Modified
Elective**

Content:

This course covers a wide variety of indoor/outdoor sports skills to help students develop and improve their kinesthetic performance including flexibility, strength, body coordination, and conditioning. The course will help them to experience and understand the variety sport activities of game rules. They will be able to participate in variety of sports in their lifetime.

Dance Grade: 10/11/12 Credit: 0.5 Length: Semester
**Accelerated, Regular, Functional and Modified
Elective**

Content: Students will learn a wide variety of dances that they would encounter throughout their lifetime. Units will include wedding dances, line dancing, sing, hip hop, and Latin inspired dance. Students will also learn how to choreograph a dance routine along with basic dance moves and rhythm.

Student's Transitioning as Adults to the Real world (STAR) Program

WSD's 18-21 year old transition services for Wisconsin deaf/hard of hearing students is designed to develop independent living skills, social skills, employment and self-advocacy skills. The WSD STAR program engages students in age appropriate activities that provide a continuous connection to the community.

STAR utilizes transition assessments including the Enderle Severson Transition Rating scale (ESTR), career assessments, and interest inventories. Results are incorporated into IEP development for each student. WSD school nurses, school social worker, and dorm transition staff work closely with STAR teachers in providing a comprehensive 24 hour per day transition living program from Sunday evening through Friday afternoon each week.

The following courses encompass all aspects of WSD's community based STAR program.

- 2 credits STAR Reading and Writing
- 1 credit STAR Budgeting
- 2 credits STAR Home Living
- 1 credit STAR Future's Planning
- 2 credits STAR Work Program

STAR Reading and Writing

In these classes, STAR students will learn vocabulary and written English related to independent living, social involvement, employment, self-advocacy and community services. Students read medications, contracts, daily living terms, food labels, written directions, current events, job applications, schedules, community signs, SSI paperwork, tax forms, and leisure activity vocabulary. These courses also involve writing personal information, applications completion, resumes, emergency communication, E-mails, job related writing, shopping lists, written language for asking directions, and community based writing. The final written project is a student written personal goal plan.

STAR Budgeting

This program helps to prepare students for independent living in the future. Via simulated budgeting (SB), students deal with simulated income, monthly expenses, liabilities, assets, and bonuses. Students learn to about financial management planning, money, savings and checking accounts, interest, ATMs, paychecks, insurance, taxes, and calculation of cost savings, sales, and discounts. Key to the SB program is the connection with dormitory life. When SB bills are not paid on time, dorm room electrical power is turned off. (Although emergency alarms, heat, etc. are not impacted as safety is of primary concern.)

*In addition to the simulated budgeting portion of the program, WSD provides real-life budgeting experiences. Each month, \$30.00 of student earnings from paid work study experiences is held in a special Real Life Budgeting (RLB) account through the WSD business office. Deposits, withdrawals, and documented management of this money is conducted by students under the supervision of the budgeting/math teacher. Students are required to budget their RLB money toward specific school related events such as field trips and senior

graduation expenses. Students may spend excess RLB money as they wish, but key to the RLB program is documentation of all expenditures during math class. All student earnings beyond \$30.00 monthly is sent home for student-parent budgeting purposes.

Additional math skills including reading time, using measurements, addition, subtraction, multiplication, and division are also taught and reinforced in the budgeting and math class. The final project is a student written financial plan.

STAR Home Living

In this class STAR students will learn and practice how to do household cleaning, laundry, household maintenance, use of basic tools and appliances, home safety, basic homecare tasks, the food groups, proper food storage, meal planning, kitchen safety procedures, food preparation and preparing and serving foods that require a variety of cooking procedures. Students learn about personal hygiene, body awareness, reproduction, parenting, interpersonal skills, feelings and emotions, time management, clothing choices, and leisure time activities. Students learn to respond to problems in the home such as plumbing and heating, fire, accidents, and poisoning. The final project is a student written home living plan.

STAR Future's Planning

Students will learn about interaction with authority figures, know their personal goals, effectively communicates with others and communicate need for appropriate accommodations, making reasonable demands, acting courteously, practice self-advocacy skills in a variety of settings, knowing and obeying rules and laws, and demonstrating appropriate social behaviors in society. Students demonstrate skills in using technology devices such as Video Phones, cellphone pagers and using Relay services. Students learn to where to and how to vote, making own appointments (doctors, hairstylist, etc.), independently using public places, obtaining driver's license or state identification, using public transportation independently when driving/vehicle are not obtained. Students understand and can secure secondary housing and plan living arrangements. Students identify and understand implications of their disabilities, utilize rehabilitation and adult services. Students understand higher education support services and can identify variety of post-secondary options such as universities, technical schools, community education, and applying for financial assistance such as the Free Application for Federal Student Aid (FAFSA) or Social Security.

Vocational assessments and career and interest inventories are used to identify students' interests and skills. Students develop a career/college and community plan as a final project for this class.

STAR Work Program

STAR students learn job skills needed for employment after graduation from the STAR work program. Students learn about employment agencies, work relationships, career choices, job coaching, and appropriate work behaviors. STAR students begin the year with on-campus work placements. Students complete time sheets for work assignments, develop resumes, and are evaluated on their work performance. Also during this time, teachers work with STAR students to immediately begin working on connections with their Division of Vocational Rehabilitation

(DVR) counselors to work with them to develop the students Individualized Plans for Employment (IPEs) to reflect Trial Work Experiences (TWEs) in the community. By doing so, DVR is activated to assign the student to a TWE in the community during the second semester. DVR assigns a DVR Job Developer to locate and arrange for the TWE for the second semester of off campus work experience for STAR students. Students are paid by DVR for their TWE. STAR students must have bank accounts in which to have their earnings deposited. Transportation to and from WSD and the local TWE is arranged by WSD teachers, however, transportation is paid for by DVR.

Additional Staff Supporting STAR:

Nursing Staff

Instructing alongside STAR teachers or acting in support as resources addressing personal safety, reproduction, medicines, first aid, weight control, sleep, exercise, medical information, making medical and dental appointments, poisoning, care of physical self, hygiene, sexuality, and individual health care plan development.

Dorm Transition Staff

Providing reinforcement of domestic skills, laundry, appliances, social skills, food preparation and storage, meal planning, cleanliness, eating and manners, personal property care, using communication devices, personal hygiene, weight, sleep, exercise programs, leisure activities, schedules, clothing choices, community activities, current events, social outings, peer interaction.

Social Worker

WSD's social worker provides connections for students with community agencies such as DVR, adult services, and families. The social worker supports teachers in addressing student's comprehensive post high school transition plans, post high school housing options, determining at home transportation options, arranging outside vocational assessments, scheduling appointments in the community, and assisting students in maintaining personal appointment calendars. Additionally, the social worker conducts Functional Behavioral Assessments (FBAs), provides group social skills counseling, and manages volunteer requirements and activities.

Four Year Plan

This step by step process is designed to assist students and parents, along with the help of a counselor and other staff members, in planning a high school program which will satisfy graduation requirements and prepare students for post graduation. Information necessary to map out a four year plan is found in this High School Course Selection Handbook. Information is also available from the school counselors, teachers or staff members during course selection.

The steps below will help you to plan ahead. As you work through a four year plan, you will be able to notice problem areas and solutions. You are not bound to take all classes you list on this worksheet. You will have an opportunity to plan a schedule each year for the coming year. Follow the steps below to begin your four year plan.

Required courses and the teacher recommendations for class requirements have been highlighted. We ask that you and your parent(s)/guardian(s) review the courses available and circle the classes you would like to take.

The following are required credits for a WSD Diploma:

Language Arts (Grades 9, 10, 11, 12) 8.0 credits

Health (Grade 9) 0.5 credits

Math (Grades 9, 10, 11 or 12) 3.0 credits

Physical Education (9, 10) 1.5 credits

Science (9, 10, 11 or 12) 3.0 credits

Social Studies (9, 10, 11 or 12) 3 credits

Additional Requirements (9, 10, 11, 12) 5 credits

As you chose your classes and the electives you wish to take, consider your future goals:

Employment after graduation

Four year college

Apprenticeship

Technical college

Other

Gather information concerning the type of course work that will help you reach your future goals. Your counselor can help you find this information. You may also consult the WISCAREERS website (<http://wiscareers.wisc.edu/>).

Consider your interests and strengths.

Know that your credits must total a minimum of 24 credits by the end of your senior year.

Consult the list of courses available and find those which match your goals, interests and abilities.

Name _____

Please check next year's grade: _____9 _____10 _____11 _____12 _____12+

High School Electives Course Selection Form 2015-2016 School Year

Elective courses you want to take. Please list first choice, second choice, third choice, etc.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Course selections should be completed and turned in by **Monday, March 2, 2015**. If you do not turn in your subject selection form by the deadline, courses will be selected for you. Alternative courses will be assigned as available. Your preferences will be considered, but due to the availability of what is being offered they may not be available.

Student Signature _____

Parent Signature _____

Guidance Counselor Signature _____

Contact Phone _____

(Required if a counselor needs to contact you regarding scheduling conflicts.)

During the last couple of weeks your student met with staff to complete planning for high school courses based on teacher recommendations.
The recommendations have been highlighted.

The classes that are circled and/or written on the Course Selection form are the courses the students have shown an interest in taking. We have reviewed their class choices and have tried to guide them in making good choices.

We ask that you review this booklet and their required and elective choices with your student.

We want the elective choices for the next school year to be completed with their choices (#1 choice, #2 choice, #3 choice, #4 choice, #5 choice and #6 choice) on the attached worksheet.
(8th graders do not have to complete the elective choices on the worksheet as they do not have any elective options as 9th graders. So you only need to return the worksheet signed to show you have reviewed this with your student.)

It is possible that the classes they choose will not be available so we need to know what their next choice(s) of classes would be in case the ones they want are not offered.

Students cannot take the same class twice.

We have also highlighted and circled their class choices for future years.

Their options may change and each year we will ask for you to update the choices.
Their choices will also be reviewed as part of the IEP process.

After you list the class choices, the student and parent should sign the form. The form should be returned **by Monday, March 2nd, 2015 to Leslie Eldred, Guidance Counselor.**

If you have any questions, please contact Leslie Eldred, Guidance Counselor at leslie.eldred@wsd.k12.wi.us or Sandy Hoeser at sandra.hoeser@wsd.k12.wi.us

Thank you for your help and support!